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ABSTRACT

The Maryland State Board for Community Colleges, in conjunction with the sixteen public community colleges of Maryland, has completed the first Statewide Student Follow-up Study. Conceptually, the study was designed to investigate five areas: (1) student academic and demographic characteristics; (2) student goals or primary reasons for attending community college; (3) student employment experiences; (4) student transfer experiences and performance at other postsecondary institutions; and (5) student perceptions of community college environment and services. This data is broken down into several categories and crosstabulated where appropriate. Because only 30% of the questionnaires were completed and returned, the study is constrained and limited to the respondents; it cannot be generalized to the entire study population. The study will be improved and will be continued on an annual basis for the next two years, after which time, it will be conducted on a cyclical time frame. The questionnaire is appended. (DC)

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MARYLAND COMMUNITY COLLEGES

STUDENT FOLLOW-UP STUDY: FIRST-TIME STUDENTS FALL 1970

Report prepared by
Rodney G. Hurley
November 1974

Maryland State Board for Community Colleges
State Treasury Building Annapolis, Maryland 21204

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TABLE OF CONTENTS

	Page
LIST OF TABLES	ii
PREFACE	v
INTRODUCTION	1
STUDY OVERVIEW	2
Statement of the Problem	2
Objectives	2
Information Requirements	4
Research Questions	5
Study Population	5
PROCEDURES AND METHODOLOGIES	6
Instrumentation	6
Questionnaire Administration and Data Collection	6
Percentage of Returns	7
Non-Respondent Bias	7
Data Processing	7
RESULTS	9
Student Characteristics	9
Age and High School Graduation Date	10
Program Area, Credit Hours Earned, Graduation Status, Highest Degree Received, Cumulative Grade-Point Average	11
EDUCATIONAL GOALS	19
EMPLOYMENT	23
TRANSFER	30
COLLEGE ENVIRONMENT	33
FUTURE PLANS	33
APPENDICES	34

LIST OF TABLES

Table		Page
1	Percentage Distribution of the Characteristics of Curriculum, Enrollment Status, Sex and Race by Study Population and Respondent Group.	10
2	Distribution of Respondents by Age.	10
3	Distribution of Respondents by Year of High School Graduation .	11
4	Distribution of Respondents by Program Area	12
5	Distribution of Respondents by Credit Hours Earned.	12
6	Distribution of Respondents by Highest Degree or Award Received.	13
7	Distribution of Respondents by Cumulative Grade-Point Average Attained at the Community College	13
8	Crosstabulation of Respondents by Cumulative Grade-Point Average and Program Area.	14
9	Crosstabulation of Respondents by Enrollment Status and Program Area.	15
10	Crosstabulation of Respondents by Primary Attendance Status and Program Area.	15
11	Crosstabulation of Respondents by Sex and Program Area.	16
12	Crosstabulation of Respondents by Race and Program Area	16
13	Crosstabulation of Respondents by Highest Degree or Award Received and Program Area	16
14	Crosstabulation of Respondents by Graduation Status and Program Area.	17
15	Distribution of Respondents by Educational Goal Upon Entry to the Community College	20
16	Distribution of Respondents by Educational Goal Achievement . .	20
17	Crosstabulation of Respondents by Educational Goal Upon Entry to the Community College by Program Area by Educational Goal Achievement	21

Table		Page
18	Crosstabulation of Respondents by Educational Goal Upon Entry to the Community College and Program Area	22
19	Crosstabulation of Respondents by Race by Educational Goal Upon Entry to the Community College by Sex.	22
20	Crosstabulation of Respondents by Race by Educational Goal Achievement by Sex.	22
21	Distribution of Respondents by Current Employment Status. . . .	23
22	Distribution of Respondents by Location of Current Employment .	23
23	Distribution of Respondents by Salary Levels of Their Employment Upon Leaving the Community College	24
24	Distribution of Respondents by Present Salary Levels of Their Current Employment.	24
25	Crosstabulation of Employed Respondents Who Had Transferred by Initial Salary Levels and Employment Status	25
26	Crosstabulation of Employed Respondents Who Had Transferred by Present Salary Levels and Employment Status	25
27	Crosstabulation of Employed Respondents by Degree or Award Received and Initial Salary Levels Upon Leaving the Community College	26
28	Crosstabulation of Employed Respondents by Degree or Award Received and Present Salary Levels.	26
29	Distribution of Respondents by Method of Locating Employment Upon Leaving the Community College.	27
30	Distribution of Respondent Satisfaction with Aspects of Current Employment.	28
31	Distribution of Respondents by Length of Time in Their Current Employment.	28
32	Distribution of Respondents' Statement of Relationship of Certain Job Dimensions and Their Community College Program. . .	29
33	Distribution of Respondents' Statements of the Relationship of Their Job and Community College Program	29
34	Distribution of Respondents by Type of Institution to Which They Subsequently Transferred	30

Table		Page
35	Distribution of Respondents by Cumulative Grade-Point Average at the Transfer Institution	30
36	Distribution of Respondents by Number of Credit Hours Lost Upon Transfer	31
37	Crosstabulation of Loss of Credit Hours Upon Transfer by Type of Transfer Institution	31
38	Crosstabulation of Race and Type of Transfer Institution. . . .	32

PREFACE

This report culminates a one-year coordinated effort by the Maryland community colleges and the State Board for Community Colleges to establish and implement a system for studying community college students in Maryland. Since this was the first such effort in Maryland, it can be considered a very necessary beginning.

Many persons at the various levels of the community college system in Maryland have been involved with aspects of the study. In December of 1973, the Maryland Community College Council of Presidents asked the State Board for Community Colleges to coordinate the study on a system-wide basis. Subsequent to this request by the presidents, the State Board for Community Colleges committed resources and personnel to conduct the study. Similarly the presidents designated follow-up study coordinators for their colleges and provided the coordinators with resources to participate fully in the study.

Since it was the coordinators who had the major responsibility for administering the study, we would like to acknowledge them for the successful completion of this study. They are: Donald Alexander, Allegany Community College; Donald Orso, Anne Arundel Community College; William Campbell, Community College of Baltimore; Cheryl Opacinch, Catonsville Community College; Mary Johnson, Cecil Community College; Alan Bickling, Chesapeake Community College; Donald Slowinski, Essex Community College; Duval Sweadner, Frederick Community College; Richard Behrendt, Hagerstown Junior College; James Tschechtlin, Harford Community College; Stuart Smith, Howard Community College; Robert Gell, Montgomery Community College; and Paul Larkin, Prince George's Community College.

Alfred C. O'Connell
Executive Director

INTRODUCTION

The literature is replete with a diversity of research on the community college and its constituents. Significant among these many reports are those commonly referred to as "follow-up studies." Until recently most of the community college follow-up studies were conducted individually by the community college. Lately, however, there has been a definite movement toward a "coordinated" or "total system" approach in the follow-up of former community college students. This development has created the necessity for both the State-level agency and the local institutions to integrate their individual needs into a coordinated evaluation effort.

In order to fulfill both local and State evaluation needs, the Maryland State Board for Community Colleges and the sixteen Maryland community colleges agreed to conduct, on a system-wide basis, follow-up studies of all first-time students who have entered a Maryland community college during or after the Fall 1970.

This study report describes the development, implementation, and administration of the first Maryland system-wide follow-up study of community college students. The study is primarily descriptive rather than inferential in the analysis of results. It was not the intent of this study to make college comparisons. Rather, it had the primary purpose of providing usable evaluation data at both the local and State levels.

STUDY OVERVIEW

Statement of the Problem

The Statewide Master Plan for Community Colleges in Maryland 1973-1983 calls for community colleges to give increasing attention to institutional evaluation and follow-up studies of students including those who leave prior to graduation.

According to the Master Plan, "The tremendous growth in community college enrollment has promoted measurement of educational success in quantitative terms. While it is fair to say that size is one measure of success, it is more important that a community college be measured by the performance of its students after leaving the institution. Follow-up studies of all students attending these institutions will provide essential data for an ongoing institutional evaluation."[1/]

In response to this charge, the State Board for Community Colleges in cooperation with the sixteen Maryland community colleges conducted the first in a series of student follow-up studies on all those who have entered a Maryland community college. This study concerned those who entered for the first time as of the Fall 1970.

Objectives

The student follow-up study had four major objectives:

1. To establish a longitudinal data base on students attending Maryland community colleges;

2. To identify student educational objectives at the time of entry to a community college;

1/ Statewide Master Plan for Community Colleges in Maryland 1973-1983, p. 92.

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3. To provide student evaluation of Maryland's community colleges;

4. To establish a formal and ongoing student-to-institution information feedback process.

Considering the recent emphasis on accountability and evaluation for institutions of postsecondary education, the objective of assessing stated student educational objectives and subsequent accomplishment of those objectives was of primary importance in this study. James M. Godard has stated very well the necessity of evaluating community colleges in terms other than degrees awarded. Specifically, he says,

> "Too often the progress of the community college in educating minority students has been measured by counting the number who receive the associate degree and the number who transfer to senior universities and secure baccalaureate degrees. It is indeed important that such information be secured and used, but there are other doors of dignified egress from the community college used by students of all ethnic and cultural backgrounds. The student who defines his career goal and moves into it at an appropriate level, the student who grows in self-concept and discovers who he is in a complex society, and the student who may leave formal education for a time to return to it later with a purpose may all be counted as evidences of success. It is this kind of follow-up which must be undertaken to appraise the work of the community college with its students and with its minority students in particular."[1]

The degree awarding and credentialing functions of educational institutions are not to be understated. However, when the nature and mission of the institution are considered, especially in the community college, the degree and credentialing functions become legitimate objectives for some but not all students. Therefore, accomplishment of stated objectives becomes the real criterion for evaluation.

Implicit in this approach is the longitudinality dimension of data collection. If an objective is defined as an accomplishable statement described by

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[1] Institute for Higher Educational Opportunity, The Many Doors of the Community College. Southern Regional Education Board, Atlanta, Ga. Apr. 1974, p. 3.

the characteristics of a target population, an expected outcome, a time frame, and a criterion for evaluation; then a system which allows for the monitoring of student progress toward his objective is necessary. More and more it becomes apparent that, "the patterns of educational progress are neither rapid nor neat."[1/] Thus, allowance must be made for the student to "stop-in" and "stop-out" in pursuit of his educational objective.

Information Requirements

The objectives of this study required that information be gathered in the following areas:

For all students:

- Individual student demographic data;
- Student goals upon entering college;
- Student evaluation of community college services and environment.

For students who have transferred:

- Current status, type, and location of transfer institution;
- Credit hours accepted in transfer;
- Relationship of student's community college and transfer college programs;
- Satisfaction with preparation for transfer college work;
- Academic performance at transfer institution.

For students who are or who have been employed:

- Length of employment;
- Location of employment;
- Annual salary;
- How job was located;
- Relationship of community college program to job;
- Job satisfaction index.

1/ Elaine H. El-Khawas and Ann S. Bisconti, Five and Ten Years After College Entry, American Council on Education, Washington, D. C. 1974.

Research Questions

From this collected information it was hoped that specific questions could be addressed:

1. What were the characteristics of former students in terms of curriculum, age, race, sex, credits earned, degree status, enrollment status, overall grade-point average, and high school graduation?

2. What were the initial intentions of former students upon entry into the community college? Were these intentions carried to fruition?

3. What were the students' employment history and job satisfaction after leaving the community college? What were the relationships between their program of study at the community college and their current employment? Were they well prepared for employment?

4. Which students transferred and to where did they transfer? What was their status, both academically and enrollment-wise, upon transfer? What experiences/difficulties did they have in transferring? What were the relationships of their program of study at the community college and their major at the institution of transfer?

5. What were former students' feelings, attitudes, and opinions toward certain aspects of the community college's environment and services?

Study Population

The population was operationally defined to be all students who were first-time college students in Maryland's community colleges as of the Fall term 1970. Included in this study were students in transfer or occupational curricula, either part-time or full-time attendance status, whether graduates or non-graduates. In all, 17,261 students were initially contained in the study population. Due to the recent completion of a follow-up study of all former students, one of the sixteen colleges requested not to participate in this study, thereby reducing the population to 16,628 students. Since two other colleges did not have classes in the Fall of 1970, a total of thirteen colleges participated (Appendix A).

PROCEDURES AND METHODOLOGIES

Instrumentation

Over a period of time, the Maryland Community College Institutional Research Group developed a follow-up instrument which addressed five study areas: general student and college information, goals upon entry to community college, employment, transfer, and satisfaction with selected aspects of the community college environment and services (Appendix B). The instrument required the institution to provide data concerning the student's curriculum, credit hours earned, graduation, highest degree earned, overall grade-point average, and current enrollment status if still enrolled. The remainder of the questionnaire requested self-responses of the student to items developed to elicit information for each of the five study areas indicated above. The questionnaire was structured to facilitate conversion of college-provided data and student response information into a keypunch format.

Questionnaire Administration and Data Collection

Since the follow-up study was a cooperative endeavor involving both the community colleges and the State Board for Community Colleges, the following statements describe the role of each in the printing, distribution, and collection of the instrument.

The State Board contracted for commercial printing of the questionnaire. Prior to receiving the printed forms each of the participating colleges determined the procedures they would utilize in providing the college required data. Based on the level of computer sophistication of the individual colleges, college data were supplied either through manual procedures or by computer. The most common approach involved computer printing of a mailing label containing in coded form the necessary college-provided information.

Each college produced a master control list so that respondents, non-respondents, and "non-deliverables" could be monitored. Since provision was made for an initial mailing, plus three subsequent follow-up notices to non-respondents such a file eliminated, or at least minimized, duplicate mailings.

In the first mailing of the follow-up study, subjects received a letter from their institution explaining the survey, a questionnaire, and a pread-dressed and stamped return envelope. At two-week intervals after the initial mailing follow-up notices were sent to non-respondents.

Percentage of Returns

Questionnaires were sent to 16,628 students. Fifteen percent of the questionnaires were returned non-deliverable. Classified as non-deliverable were those returned by the post office as address unknown and those returned by relatives indicating reasons for non-completion, such as deceased and overseas military service. Eliminating such non-deliverables of those assumed to have received the questionnaire, 30 percent returned usable forms.

Non-Respondent Bias

The research design of the study did not contain, a priori, a provision for sampling non-respondents. Given the percent returns of questionnaires for this study, it is noted that the study is constrained and limited to the respondents and cannot be generalized to the entire study population.

Data Processing

Upon receipt of returned questionnaires, each college forwarded to the State Board for Community Colleges at pre-established dates, questionnaires received by them as of that date. The State Board then prepared the questionnaires for keypunching. The keypunching, verifying, and computer analyses were done at the University of Maryland, College Park, Computer Science Center.

From the computer analyses, the following information and outputs were generated and have been provided to the participating colleges: individual institutional printouts, statewide aggregate data printouts, and individual institutional punched card data decks. The format of these printouts provided the basis for analysis and description of the personal and demographic characteristics of former students, their community college academic success, post-college activities, employment activities and job satisfaction, and their assessment of the colleges' services and environment.

RESULTS

Student Characteristics

The multiplicity of academic and administrative developments over the last ten years, e.g., enrollment growth, open admissions, PPBS/MIS, evaluation and accountability, in postsecondary education have brought increased activities and emphasis on research about the community college and its constituents. Since 1968 a majority of studies in the literature have reflected increased awareness of the diverse nature of the community college student. No longer can the community college student be characterized as the traditional transfer student. The distribution of community college students over the continuum or scale of a given characteristic must be studied and described so that a body of information may be developed. This study had as a major objective the establishment of a longitudinal data base consisting of descriptions of the characteristics of community college constituents.

Matching the student characteristics of curriculum classification, primary attendance status, sex, and race for the study population and the respondent group, the two groups differ for each of the characteristics except race (Table 1). Two of these characteristics, race and curriculum, are incompatible as they exist in both the study population and the respondent group. First, race data for the study population are for the total community college system Fall 1970 enrollment rather than just first-time ever enrollments. Second, curriculum data for the study population are based upon the students' classification of program at time of entry, whereas the curriculum data for the respondent group are based upon program classification at the time of exit. The respondents were predominantly white between the ages of 16 and 22 with women in the majority. Men comprised 48.7 percent of the group and 7.5 percent of all respondents were black.

TABLE 1. Percentage Distribution of the Characteristics of Curriculum, Enrollment Status, Sex and Race by Study Population and Respondent Group.

Characteristic	Study Population	Respondent Group
	%	%
Curriculum:		
Transfer	92.0	75.6
Occupational	8.0	24.4
Enrollment Status:		
Part-time	42.0	33.8
Full-time	58.0	66.2
Sex:		
Male	56.0	48.7
Female	44.0	51.3
Race:		
White	88.1	89.5
Black	9.9	7.5
Other	2.0	3.0

Age and High School Graduation Date

Looking closely at the distribution of respondents by age, there were 30.9 percent over the age of 22 (Table 2). These data, together with the fact that 28.5 percent received their high school diploma or GED prior to 1965 indicate that the community colleges are not only serving a backlog of prior year graduates, but could also be indicative of the extensiveness of the colleges' continuing education programs (Table 3).

TABLE 2. Distribution of Respondents by Age.

Age (Years)	Number	Percent
16 - 22	2,877	69.2
23 - 27	435	10.4
28 - 32	229	5.5
33 - 37	220	5.3
38 - 42	157	3.8
43 - 60	236	5.7
61 - Over	6	.1
Total	4,160	100.0

TABLE 3. Distribution of Respondents by Year of High School Graduation.

Year of Graduation	Number	Percent
1971	65	1.6
1970	2,285	55.6
1969	223	5.4
1968	112	2.7
1967	65	1.6
1966	95	2.3
1965	93	2.3
1964 - Before	1,159	28.5
Total	4,097	100.0

Further, the distribution of the respondents by age is skewed toward the 16 - 22 age group when compared with Blocker's age dichotomy for the two-year college population. He divided the students into two equal numbered groups. First, those students between 17 and 21 years of age who entered community college immediately after high school graduation; and, second, the adult population ranging between the ages in the middle 20's to the late 60's.[1/]

A residual finding from the high school graduation date information identified 65 respondents who had a graduation date of 1971. After consultation with several of the colleges, it was found that these students were, in fact, high school seniors taking advantage of early college plans.

Program Area, Credit Hours Earned, Graduation Status, Highest Degree Received, Cumulative Grade-Point Average

A transfer curriculum was listed as the exiting curriculum for 75.6 percent of the respondents. The other 24.4 percent exited in an occupational curriculum (Table 4).

1/ Blocker, Clyde E., et. al., The Two-Year College: A Social Synthesis. New Jersey: Prentice Hall, Inc., 1965, p. 108.

TABLE 4. Distribution of Respondents by Program Area.

Program Area	Number	Percent
Transfer	3,191	75.6
Business and Commerce Technologies	371	8.8
Data Processing Technologies	118	2.8
Health Related Technologies	237	5.6
Engineering Related Technologies	138	3.3
Natural Science Technologies	7	.2
Public Service Technologies	161	3.7
Total	4,223	100.0

While at the community college, 37.5 percent of the respondents had amassed credit hours in excess of the amount necessary for graduation (Table 5).

TABLE 5. Distribution of Respondents by Credit Hours Earned.

Credit Hours Earned	Number	Percent
0	121	3.3
1 - 3	219	5.9
4 - 6	206	5.6
7 - 11	222	6.0
12 - 15	220	6.0
16 - 30	494	13.4
31 - 45	398	10.8
46 - 59	423	11.5
60 - 75	962	26.0
76 - 90	47	1.3
90 - Above	374	0.2
Total	3,686	100.0

When looking at the distribution of respondents by highest degree or award received, the data reveal that 25.4 percent of the respondents received the associate of arts degree (Table 6). This leaves approximately 12 percent who have sufficient credits for graduation but for reasons such as insufficient grade-point average, change of program, etc. have not actually qualified for graduation.

TABLE 6. Distribution of Respondents by Highest Degree or Award Received.

Highest Degree or Award	Number	Percent
Associate of Arts	878	25.4
Certificate	65	1.9
Diploma	91	2.6
Other	66	1.9
None	2,355	68.2
Total	3,455	100.0

Performing a crosstabulation between credit hours earned and cumulative grade-point average, the data identify 108 respondents with 60 or more credit hours who have insufficient grade-point averages for graduation.

Overall, approximately one-fifth of the respondents have a cumulative grade-point average less than the 2.00 required for good academic standing (Table 7).

TABLE 7. Distribution of Respondents by Cumulative Grade-Point Average Attained at the Community College.

Grade-Point Average	Number	Percent
0.00 - 1.99	770	21.4
2.00 - 2.49	793	22.0
2.50 - 2.99	805	22.4
3.00 - 3.49	736	20.5
3.50 - Above	495	13.7
Total	3,599	100.0

Upon inspection of the crosstabulation of grade-point average and program area, there are three program areas that have more than 20 percent of the respondents with less than a 2.00 cumulative grade-point average (Table 8). Of the three program areas--Data Processing Technologies, Engineering Related Technologies, and Natural Science Technologies--there are insufficient numbers in the Natural Science Technologies to draw a significant interpretation.

TABLE 8. Crosstabulation of Respondents by Cumulative Grade-Point Average and Program Area.

Program Area	Cumulative Grade-Point Average					
	Up to 1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-Above	Total
Transfer	443	586	568	570	476	2,643
Business and Commerce Technologies	64	67	78	58	31	298
Data Processing Technologies	31	20	29	22	9	111
Health Related Technologies	25	61	59	39	15	199
Engineering Related Technologies	41	29	35	17	9	131
Natural Science Technologies	2	2	-	2	1	7
Public Service Technologies	22	43	31	21	7	124
Total	628	808	800	729	548	3,513

Examining crosstabulations of respondents by program area with each of the variables--enrollment status, graduation status, highest degree or award received, attendance status, cumulative grade-point average, sex, and race--comparisons between the single variable distributions and the paired-variable distributions can be made.

While over 75 percent of the respondents were classified in a transfer curriculum, only 62 percent of the respondents who are still currently enrolled at the community college are in a transfer curriculum (Table 9). Several interpretations can be made. First, students in transfer programs progress faster than do students in occupational programs. Second, students who were initially in transfer programs subsequently changed to an occupational pursuit. Third, occupational programs not previously offered became available and attracted students previously classified as transfer. Fourth, transfer students attend more on a full-time basis than do occupational students. Fifth, the transfer category is artificially inflated by students taking one course and by including students who more accurately would be coded "unclassified."

Since 13 percent of the respondents are still currently enrolled at the community college, this number is large enough to emphasize the importance of being aware of the reasons why this condition exists. If upon investigation it

was found that there are not negative explanations for the condition then we can assume that the student was receiving the necessary individual assessment, counseling, advisement, and other requisite college services. However, if negative explanations do emerge, then these findings should result in suggested solutions for the problem (Table 9).

TABLE 9. Crosstabulation of Respondents by Enrollment Status and Program Area.

Program Area	Enrollment Status		
	Currently Enrolled	Not Currently Enrolled	Total
Transfer	272	2,239	2,511
Business and Commerce Technologies	40	249	289
Data Processing Technologies	13	103	116
Health Related Technologies	53	149	202
Engineering Related Technologies	23	114	137
Natural Science Technologies	1	6	7
Public Service Technologies	35	95	130
Total	437	2,955	3,392

With the exception of attendance status, data does not exist with which to assess the magnitude of the other areas. In the case of attendance, data do not support the contention that transfer students attend more on a full-time basis (Table 10).

TABLE 10. Crosstabulation of Respondents by Primary Attendance Status and Program Area.

Program Area	Attendance Status		
	Part-time	Full-time	Total
Transfer	961	1,752	2,713
Business and Commerce Technologies	99	248	347
Data Processing Technologies	36	78	114
Health Related Technologies	67	157	224
Engineering Related Technologies	32	101	133
Natural Science Technologies	-	6	6
Public Service Technologies	52	103	155
Total	1,247	2,445	3,692

Tables 11 through 14 show the crosstabulations of program area with sex, race, degree, and graduation status.

TABLE 11. Crosstabulation of Respondents by Sex and Program Area.

Program Area	Sex		
	Male	Female	Total
Transfer	1,465	1,449	2,914
Business and Commerce Technologies	128	228	356
Data Processing Technologies	65	49	114
Health Related Technologies	16	216	232
Engineering Related Technologies	131	5	136
Natural Science Technologies	6	1	7
Public Service Technologies	98	60	158
Total	1,909	2,008	3,917

TABLE 12. Crosstabulation of Respondents by Race and Program Area.

Program Area	Race						
	White	Black	Oriental	Spanish Surnamed	American Indian	Other	Total
Transfer	2,593	192	30	23	13	29	2,880
Business and Commerce Technologies	328	18	1	1	-	2	350
Data Processing Technologies	98	14	1	-	1	1	115
Health Related Technologies	195	31	3	-	1	2	232
Engineering Related Technologies	124	11	1	1	-	-	137
Natural Science Technologies	7	-	-	-	-	-	7
Public Service Technologies	133	23	-	1	-	1	158
Total	3,478	289	36	26	15	35	3,879

TABLE 13. Crosstabulation of Respondents by Highest Degree or Award Received and Program Area.

Program Area	Highest Degree or Award Received					
	Associate of Arts	Certificate	Diploma	Other	None	Total
Transfer	587	44	86	60	1,829	2,606
Business and Commerce Technologies	84	9	3	5	176	277
Data Processing Technologies	35	1	-	-	71	107
Health Related Technologies	97	7	-	-	94	198
Engineering Related Technologies	39	2	-	-	85	126
Natural Science Technologies	3	-	-	-	4	7
Public Service Technologies	33	-	-	-	94	127
Total	878	63	89	65	2,353	3,448

TABLE 14. Crosstabulation of Respondents by Graduation Status and Program Area.

Program Area	Graduation Status		
	Yes	No	Total
Transfer	578	1,975	2,553
Business and Commerce Technologies	91	199	290
Data Processing Technologies	35	80	115
Health Related Technologies	104	100	204
Engineering Related Technologies	41	97	138
Natural Science Technologies	3	4	7
Public Service Technologies	33	96	129
Total	885	2,551	3,436

An investigation of Tables 13 and 14 with Table 4 (Distribution of Respondents by Program Area) produce the following ratios of highest degree received and graduation status to program area enrollments:

Program Area	Highest Degree Received (A.A.) Program Area Enrollment		Graduation Status (Yes) Program Area	
	Percent	Rank Order	Percent	Rank Order
Transfer	18.4	7	18.7	7
Business and Commerce Technologies	22.6	5	24.5	5
Data Processing Technologies	29.7	3	29.7	3
Health Related Technologies	40.9	2	43.8	1
Engineering Related Technologies	28.6	4	29.7	4
Natural Science Technologies	42.3	1	42.3	2
Public Service Technologies	20.5	6	20.5	6

The data indicate that for the respondents, occupational programs tend to produce more A.A. degrees in proportion to their enrollment numbers than is the case with transfer programs. This finding is further substantiated by the ratios of graduation status (regardless of the type of degree or award received) to program area enrollments. The relative positions in rank order of program area under the two distributions show only one change. Natural Science Technologies has rank (1) in the degree distribution and rank (2) in the graduation distribution; whereas Health Related Technologies has rank (2) in the degree

distribution and rank (1) in the graduation distribution.

A necessary caution is noted for the above finding: the program areas of Transfer, Business and Commerce Technologies, and Natural Science Technologies are constrained by their numbers. The first two areas have the larger enrollments and the latter area has the smallest enrollment.

EDUCATIONAL GOALS

A major purpose of this study was to provide a way of assessing student success with other than the traditional measures of graduation and grade-point average. This study allowed the student to state his educational objective upon entry to the community college and further made provision for him to state whether or not he had accomplished his objective. The identification of educational objectives upon entry to the community was intended to lead to a more accurate definition of "dropouts."

Previous research had shown that approximately 50 percent of community college students were dropouts. Using as dropouts those students who left the institution prior to graduation, these studies have produced both misleading and damaging perceptions of the community college student population.

Student follow-up studies recently completed in Florida and Virginia assessed student success in terms of the realization of stated educational objectives. The results of the Florida study indicate that "if the word 'dropouts' is redefined to include only those students who have not reached their educational goals after three years from the time they enter a community college and who have no plans to complete those goals, the percentage of 'dropouts' is less than two percent."[1/]

The distribution of the respondents in the Maryland study in terms of self-reported educational goals upon entry to the community college is shown in Table 15. These data indicate that 53.8 percent (A.A.-Transfer and Liberal Arts-Transfer) of the respondents stated or implied an educational goal of transfer. This is very different from the 75.6 percent who were classified as

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1/ Florida Community Junior College Inter-Institutional Research Council, Follow-up Study of First-Time Fall 1970 Students, as reported in "IRC NEWS & NOTES," Fall 1973, Gainesville, Florida.

exiting in a transfer curriculum. Two explanations can be offered. First, the diversity of program offerings was not as great in 1970 as it is currently. Second, although many students did not have transfer as a goal, they were nevertheless classified as transfer because they did not specifically state a definite program area.

TABLE 15. Distribution of Respondents by Educational Goal Upon Entry to the Community College.

Educational Goal	Number	Percent
Associate of Arts - Transfer	1,253	31.9
Associate of Arts - No Further Plans	583	14.9
Certificate or Diploma	252	6.4
Special Training Program	561	14.3
Liberal Arts Courses - Transfer	858	21.9
Liberal Arts Courses - No Further Plans	130	3.3
Courses of Interest	286	7.3
Total	3,923	100.0

Over three-fifths of the respondents replied positively to having achieved their educational objective (Table 16). If the variable of current enrollment status is introduced, and if it is assumed that those still enrolled are pursuing their stated educational objective, then it can be said that 72 percent of the respondents have achieved or are currently pursuing their educational objective. No provision was made in this administration of the study questionnaire to determine the future educational goals of the respondents or to determine at what stage of attainment of their goals were the 28 percent of the respondents who had not achieved their goals.

TABLE 16. Distribution of Respondents by Educational Goal Achievement.

Goal Achievement	Number	Percent
Interest Achieved	2,189	60.3
Interest Not Achieved	1,441	39.7
Total	3,630	100.0

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Again, if those currently enrolled are considered potential goal achievers, then 73.7 percent of the transfer students and 68.6 percent of the occupational students have achieved their initial goal (Table 17). Breakdowns of educational goal and educational goal by program area, sex, and race are shown in Tables 18-20. Considering only the races of black and white, data from Table 20 indicate that for these respondents white females report a higher ratio of goal achievement (66 percent) followed by white males (57 percent), black females (55 percent), and black males (50 percent) respectively.

TABLE 17. Crosstabulation of Respondents by Educational Goal Upon Entry to the Community College by Program Area by Educational Goal Achievement.

Program Area	A.A. Degree Transfer	A.A. Degree No Immediate Plans	Certificate or Diploma	Special Training Program	Liberal Arts Courses Transfer	Liberal Arts Courses - No Immediate Plans	Courses of Interest	Total
Transfer:								
Interest Achieved	506	98	38	163	603	62	158	1,628
Interest Not Achieved	420	150	66	111	145	41	78	1,011
Business & Commerce Technologies:								
Interest Achieved	40	55	12	54	21	-	9	191
Interest Not Achieved	32	50	15	25	10	7	7	146
Data Processing Technologies:								
Interest Achieved	16	18	3	5	2	-	4	48
Interest Not Achieved	21	16	9	8	2	-	5	61
Health Related Technologies:								
Interest Achieved	25	50	6	60	4	5	2	152
Interest Not Achieved	15	23	7	14	3	1	2	65
Engineering Related Technologies:								
Interest Achieved	20	17	2	16	5	-	1	61
Interest Not Achieved	19	21	7	14	5	-	2	68
Natural Science Technologies:								
Interest Achieved	1	2	-	-	-	-	-	3
Interest Not Achieved	2	1	-	1	-	-	-	4
Public Service Technologies:								
Interest Achieved	33	12	3	15	14	2	2	81
Interest Not Achieved	25	16	3	7	3	2	3	59
Total	1,175	529	171	493	817	120	273	3,578

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TABLE 18. Crosstabulation of Respondents by Educational Goal Upon Entry to the Community College and Program Area.

Program Area	Educational Goal Upon Entry: A.A. Degree Transfer	A.A. Degree No Immediate Plans	Certificate or Diploma	Special Training Program	Liberal Arts Courses Transfer	Liberal Arts Courses No Plans	Courses of Interest	Total
Transfer	992	284	176	331	785	111	243	2,922
Business and Commerce Technologies	74	113	32	79	32	7	21	358
Data Processing Technologies	38	36	12	14	5	-	9	114
Health Related Technologies	41	76	13	77	8	8	5	228
Engineering Related Technologies	42	40	10	31	11	-	3	137
Natural Science Technologies	3	3	-	1	-	-	-	7
Public Service Technologies	63	31	6	27	17	4	5	153
Total	1,253	583	249	560	858	130	286	3,919

TABLE 19. Crosstabulation of Respondents by Race by Educational Goal Upon Entry to the Community College by Sex.

Educational Goal	White	Black	Oriental	Spanish Surnamed	American Indian	Other	Total
Associate of Arts - Transfer:							
Male	655	31	3	2	2	10	703
Female	462	44	3	3	-	3	515
Associate of Arts - No Plans:							
Male	203	11	-	1	-	2	217
Female	293	36	4	2	1	1	337
Certificate or Diploma:							
Male	73	8	3	1	-	1	86
Female	82	22	2	5	-	1	112
Special Training Program:							
Male	191	16	2	2	-	1	212
Female	271	36	2	1	2	1	313
Liberal Arts - Transfer:							
Male	439	15	5	2	-	6	467
Female	325	17	1	1	2	6	352
Liberal Arts - No Plans:							
Male	37	1	-	1	-	-	39
Female	86	2	-	-	1	-	89
Courses of Interest:							
Male	87	9	-	-	1	2	99
Female	162	14	2	-	1	-	179
Total	3,366	262	27	21	10	34	3,720

TABLE 20. Crosstabulation of Respondents by Race by Educational Goal Achievement by Sex.

Educational Goal Achievement	White	Black	Oriental	Spanish Surnamed	American Indian	Other	Total
Interest Achieved:							
Male	913	38	4	6	1	15	977
Female	1,066	84	3	1	4	8	1,166
Interest Not Achieved:							
Male	713	38	5	-	3	6	765
Female	550	68	3	4	1	1	627
Total	3,242	228	15	11	9	30	3,535

EMPLOYMENT

Responses from the employment section of the questionnaire indicate that 66 percent of the respondents were employed. Of those who reported employment, over three-fourths were currently employed on a full-time basis (Table 21).

TABLE 21. Distribution of Respondents by Current Employment Status.

Current Employment Status	Number	Percent
Part-time	623	22.4
Full-time	2,164	77.6
Total	2,787	100.0

Four-fifths of the employed respondents reported employment in Maryland, either in the same locality as the community college or in another Maryland county (Table 22).

TABLE 22. Distribution of Respondents by Location of Current Employment.

Current Employment Location	Number	Percent
Same as Community College	1,462	52.9
Other Maryland County	384	13.9
Baltimore City	377	13.7
Washington, D. C.	216	7.8
Delaware	11	0.4
Pennsylvania	65	2.4
Virginia	57	2.1
West Virginia	19	0.7
Other Out-of-State	169	6.1
Total	2,760	100.0

Comparing initial salary levels and current salary levels as reported by the respondents, the data show that upon leaving the community college 92.6 percent had salaries under $10,000 compared to 62.8 percent currently indicating salaries less than $10,000 (Tables 23 and 24). Of course, the number of students who have transferred to other educational institutions and who are working

part-time will tend to inflate these categories.

TABLE 23. Distribution of Respondents by Salary Levels of Their Employment Upon Leaving the Community College.

Initial Salary Level	Number	Percent
Below - $ 5,999	1,554	63.9
$ 6,000 - 6,999	268	11.0
7,000 - 7,999	187	7.7
8,000 - 8,999	150	6.2
9,000 - 9,999	93	3.8
10,000 - 10,999	70	2.9
11,000 - 11,999	25	1.0
12,000 - 12,999	24	1.0
13,000 - 13,999	11	0.4
14,000 - 14,999	10	0.4
15,000 - 15,999	11	0.4
16,000 - 16,999	10	0.4
17,000 - 17,999	6	0.3
18,000 - 18,999	4	0.2
19,000 - 19,999	1	0.0
20,000 - Above	10	0.4
Total	2,434	100.0

TABLE 24. Distribution of Respondents by Present Salary Levels of Their Current Employment.

Present Salary Level	Number	Percent
Below - $ 5,999	626	24.3
$ 6,000 - 6,999	248	9.7
7,000 - 7,999	298	11.6
8,000 - 8,999	269	10.5
9,000 - 9,999	172	6.7
10,000 - 10,999	211	8.2
11,000 - 11,999	91	3.6
12,000 - 12,999	82	3.2
13,000 - 13,999	33	1.3
14,000 - 14,999	118	4.6
15,000 - 15,999	127	5.0
16,000 - 16,999	19	0.7
17,000 - 17,999	10	0.4
18,000 - 18,999	14	0.6
19,000 - 19,999	7	0.2
20,000 - Above	240	9.4
Total	2,565	100.0

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From Tables 25 and 26 the data show employed respondents who had transferred to another institution were largely in the lower salary ranges for both initial salary (76.4 percent below $7,000) and present salary (55.2 percent below $7,000). Since employed respondents who transferred comprise 24 percent of the employed respondents, their accumulation in the lower salary ranges has the effect of reducing both the mean and median salaries of the employed respondents.

TABLE 25. Crosstabulation of Employed Respondents Who Had Transferred by Initial Salary Levels and Employment Status.

Initial Salary Level	Employment Status		
	Part-time	Full-time	Total
Below - $ 5,999	240	169	409
$ 6,000 - 6,999	11	47	58
7,000 - 7,999	4	45	49
8,000 - 8,999	6	36	42
9,000 - 9,999	1	13	14
10,000 - 10,999	2	11	13
11,000 - 11,999	-	7	7
12,000 - 12,999	1	3	4
13,000 - 13,999	-	4	4
14,000 - 14,999	-	1	1
15,000 - 15,999	-	1	1
16,000 - 16,999	-	3	3
17,000 - 17,999	-	2	2
18,000 - 18,999	-	1	1
19,000 - 19,999	-	1	1
20,000 - Above	1	1	2
Total	266	345	611

TABLE 26. Crosstabulation of Employed Respondents Who Had Transferred by Present Salary Levels and Employment Status.

Present Salary Level	Employed Respondents Who Transferred		
	Part-time	Full-time	Total
Below - $ 5,999	243	69	312
$ 6,000 - 6,999	10	36	46
7,000 - 7,999	6	63	69
8,000 - 8,999	4	75	79
9,000 - 9,999	4	36	40
10,000 - 10,999	5	38	43
11,000 - 11,999	-	16	16
12,000 - 12,999	1	10	11
13,000 - 13,999	-	9	9
14,000 - 14,999	-	4	4
15,000 - 15,999	-	6	6
16,000 - 16,999	-	2	2
17,000 - 17,999	-	-	-
18,000 - 18,999	-	3	3
19,000 - 19,999	-	1	1
20,000 - Above	-	8	8
Total	273	376	649

A crosstabulation of initial and present salary levels by degree or award received was performed to determine if differences existed in salaries for respondents who had degrees compared to those who were non-graduates (Tables 27 and 28). The distribution of the respondents is different for initial salary levels when compared to present salary levels.

TABLE 27. Crosstabulation of Employed Respondents by Degree or Award Received and Initial Salary Levels Upon Leaving the Community College.

Initial Salary Level	Degree or Award Received		
	Associate of Arts	Certificate	Total
Below - $ 5,999	298	50	348
$ 6,000 - 6,999	65	4	69
7,000 - 7,999	47	-	47
8,000 - 8,999	33	-	33
9,000 - 9,999	26	-	26
10,000 - 10,999	11	1	12
11,000 - 11,999	3	-	3
12,000 - 12,999	2	1	3
13,000 - 13,999	-	-	-
14,000 - 14,999	3	-	3
15,000 - 15,999	-	-	-
16,000 - 16,999	-	-	-
17,000 - 17,999	-	-	-
18,000 - 18,999	-	-	-
19,000 - 20,000	-	-	-
20,000 - Above	1	-	1
Total	489	56	545

TABLE 28. Crosstabulation of Employed Respondents by Degree or Award Received and Present Salary Levels.

Present Salary Level	Degree or Award Received		
	Associate of Arts	Certificate	Total
Below - $ 5,999	161	12	173
$ 6,000 - 6,999	53	1	54
7,000 - 7,999	83	-	83
8,000 - 8,999	53	3	56
9,000 - 9,999	34	-	34
10,000 - 10,999	35	8	43
11,000 - 11,999	14	-	14
12,000 - 12,999	10	-	10
13,000 - 13,999	1	-	1
14,000 - 14,999	16	6	22
15,000 - 15,999	16	12	28
16,000 - 16,999	1	-	1
17,000 - 17,999	-	-	-
18,000 - 18,999	1	-	1
19,000 - 19,999	-	-	-
20,000 - Above	26	14	40
Total	504	56	560

For initial salary levels, 74.2 percent of the employed respondents with an associate of arts degree were earning less than $7,000, whereas their present salaries fall below $7,000 for only 42.5 percent of those with associate of arts degrees. Second, of the 943 respondents who received either an associate of arts degree or a certificate, 59.4 percent are currently employed.

One of the increasing concerns for community colleges is their job placement function. When asked to indicate the method utilized in locating their job upon leaving the community college, only 3.1 percent reported the college faculty or the college placement office. After removing those respondents who had held their current job while in college, the percentage of those using either the faculty or the placement office was only 4.9 percent (Table 29). This low utilization is not uncommon in community colleges and, as such, is receiving increased attention.

TABLE 29. Distribution of Respondents by Method of Locating Employment Upon Leaving the Community College.

Method of Job Location	Number	Percent	Adjusted Percent*
Faculty of Community College	56	2.2	3.4
College Placement Office	24	0.9	1.5
Employment Agency	103	4.0	6.3
Family or Friend	578	22.1	35.3
Other	876	33.6	53.5
Held Job While at Community College	972	37.2	-
Total	2,609	100.0	100.0

* Removing those reported as holding same job while at the community college.

Recognizing the existence of this condition, the State Board for Community Colleges has applied for and received funding from the Maryland Division of Vocational-Technical Education to address the functions of career development, guidance, counseling, and placement in the community college.

Results from the job satisfaction scale do not indicate the general level

of dissatisfaction with aspects of employment that are existent nationwide (Table 30).

TABLE 30. Distribution of Respondent Satisfaction with Aspects of Current Employment.

	Aspects of Employment						
Levels of Satisfaction	Salary	Salary Increase Opportunities	Advancement and Opportunities	Job Enjoyment	Fringe Benefits	Job Importance	Communications With Superiors
Highly Satisfied	507	623	899	954	1,004	898	1,112
Satisfied	714	638	530	731	657	755	685
Reserved	1,037	704	709	742	588	690	480
Dissatisfied	351	670	429	419	282	270	557
Highly Dissatisfied	270	473	540	264	338	243	269
Total	2,879	3,108	3,107	3,110	2,869	2,856	3,103

Possible explanations of this positive job satisfaction might be reflected in Table 31. The data in Table 31 show that 65.4 percent of the respondents have been in their current employment for a period of less than two years. Further, in replying to the item, "Have you changed jobs between the time you left the community college and February 15, 1974?" 45.7 percent of the respondents indicated they had recently changed employment.

TABLE 31. Distribution of Respondents by Length of Time in Their Current Employment.

Length of Current Employment	Number	Percent
Less Than One Year	958	34.5
1 - 2 Years	860	30.9
3 - 5 Years	581	20.9
6 - 10 Years	232	8.3
11 or More Years	150	5.4
Total	2,781	100.0

Table 32 reveals two very interesting aspects of the respondents' perceived value of their community college program in relation to selected job dimensions. In particular, of those who responded in either the "related" or the "not related" categories, 51.4 percent said that their community college program enhanced their understanding of the theoretical skills required for their job;

and 63.6 percent indicated the community college program increased their abilities to perform the skills required for their job.

TABLE 32. Distribution of Respondents' Statement of Relationship of Certain Job Dimensions and Their Community College Program.

Job-Program Relationship	Enhanced Theoretical Skills	Enhanced Abilities To Perform	Enhanced Opportunities To Get A Job	Enhanced Salary and Promotion Opportunities
Related	1,181	1,476	646	569
Not Related	1,116	844	1,263	1,319
Not Applicable	811	765	885	870
Total	3,108	3,085	2,794	2,758

On the other hand, only 33.8 percent and 30.1 percent respectively of the respondents said that the community college program enhanced their opportunities to get a job and that the community college program enhanced their opportunities for salary increases and promotions. Overall, 52.7 percent of the respondents indicated that their community college program and their job was either directly or somewhat related (Table 33).

TABLE 33. Distribution of Respondents' Statements of the Relationship of Their Job and Community College Program.

Job and Community College Program Relationship	Number	Percent
Directly Related	710	24.4
Somewhat Related	822	28.3
Not Related	1,378	47.3
Total	2,910	100.0

TRANSFER

Although 75 percent of the respondents exited in a transfer curriculum, 45 percent actually transferred to another educational institution. Table 34 shows that those respondents who did transfer selected themselves into a diversity of educational institutions.

TABLE 34. Distribution of Respondents by Type of Institution to Which They Subsequently Transferred.

Type of Transfer Institution	Number	Percent
Another Maryland community college	107	5.6
A Maryland State college	450	23.5
The University of Maryland	541	28.3
A Maryland private four-year	171	8.9
A Maryland private two-year	61	3.2
A Maryland technical or commercial	80	4.2
A non-Maryland public four-year	262	13.7
A non-Maryland private four-year	174	9.1
A non-Maryland public two-year	66	3.5
Total	1,912	100.0

Those respondents who transferred indicated little difficulty in maintaining good academic standing, with only 5.4 percent reporting less than a 2.00 cumulative grade-point average (Table 35).

TABLE 35. Distribution of Respondents by Cumulative Grade-Point Average at the Transfer Institution.

Cumulative Grade-Point Average	Number	Percent
Less than 2.0	91	5.4
2.00 - 2.40	294	17.3
2.50 - 2.90	531	31.2
3.00 - 3.40	536	31.5
3.50 - Above	250	14.6
Total	1,702	100.0

Further, respondents are not indicating large losses of credit hours earned upon transfer; 15.6 percent have indicated credit hour losses greater than the

equivalent of two or more courses, i.e., more than six credit hours (Table 36). A large part of these losses can be attributed to a change in major, non-acceptance of "D" grades, etc.

TABLE 36. Distribution of Respondents by Number of Credit Hours Lost Upon Transfer.

Credit Hours Lost	Number	Percent
None	931	49.2
1 - 3	457	24.2
4 - 6	208	11.0
7 - 12	168	8.9
13 - 20	79	4.2
21 or more	49	2.5
Total	1,892	100.0

An investigation of the crosstabulation of credit hour losses and type of transfer institution does not indicate that the 15.6 percent who experienced credit hour losses of more than six credit hours are attending any particular type of transfer institution (Table 37).

TABLE 37. Crosstabulation of Loss of Credit Hours Upon Transfer by Type of Transfer Institution.

Transfer Institution	None	1 - 3	4 - 6	7 - 12	13 - 20	21 or More	Total
Another Maryland community college	61	18	3	3	2	1	88
A Maryland State college	231	102	48	33	11	8	433
The University of Maryland	172	145	87	75	34	13	526
A Maryland private four-year	98	33	7	13	9	5	165
A Maryland private two-year	41	15	-	1	1	1	59
A Maryland technical or commercial	35	11	1	2	1	4	54
A non-Maryland public four-year	115	67	29	22	10	8	251
A non-Maryland private four-year	84	33	23	11	9	3	163
A non-Maryland public two-year	44	9	4	2	-	-	59
Total	881	433	202	162	77	43	1,798

Table 38 shows the crosstabulation of race and type of transfer institution. A larger number of the black students who transferred chose a Maryland State college. This is understandable since the Community College of Baltimore has a majority black enrollment and is within commuting distance of three State

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colleges--Morgan, Coppin, and Towson.

TABLE 38. Crosstabulation of Race and Type of Transfer Institution.

Transfer Institution	White	Black	Oriental	Spanish Surnamed	American Indian	Other	Total
Another Maryland community college	74	10	1	1	-	1	87
A Maryland State college	356	41	4	2	3	6	412
The University of Maryland	480	11	4	3	-	6	504
A Maryland private four-year	121	13	3	1	1	2	141
A Maryland private two-year	17	2	2	3	-	-	24
A Maryland technical or commercial	38	5	1	4	1	-	49
A non-Maryland public four-year	207	18	3	3	-	4	235
A non-Maryland private four-year	127	8	3	3	1	3	145
A non-Maryland public two-year	30	4	4	2	2	1	43
Total	1,450	112	25	22	8	23	1,640

Community college program of study was reported as being either "directly" (50.6 percent) or "somewhat" related (34.5 percent) to courses in the transfer institution by over 85 percent of the respondents. Similarly, respondents indicated that their community college prepared them either "extremely well" (40.6 percent) or "satisfactorily" (53.4 percent) for further academic work.

COLLEGE ENVIRONMENT

When asked if they would recommend their community college program of studies to a friend, 72.4 percent responded yes. Likewise, more than 85 percent of the respondents indicated that they would recommend their community college to a friend.

FUTURE PLANS

This study will be continued on an annual basis for the next two years after which time it will be conducted on a cyclical time frame.

Before the next administration of the study, requisite changes will be made both in the instrument and the methodologies and procedures. Special attempts and strategies will be made and utilized to increase the response rate and the reliability of the data. In particular, non-response sampling techniques and perhaps either personalized mailing or contracting with a professional mailing company will be explored.

Future analyses will hopefully include inferential statistical analyses along with descriptive statistical analyses.

APPENDIX A

PARTICIPATING COLLEGES

Allegany Community College

Anne Arundel Community College

Community College of Baltimore

Catonsville Community College

Cecil Community College

Chesapeake Community College

Essex Community College

Frederick Community College

Hagerstown Junior College

Harford Community College

Howard Community College

Montgomery Community College

Prince George's Community College

APPENDIX B

FORMER STUDENT FOLLOW-UP STUDY QUESTIONNAIRE

MARYLAND PUBLIC COMMUNITY COLLEGES
FORMER STUDENT FOLLOW-UP STUDY QUESTIONNAIRE
WINTER, 1974

Maryland's Public Community Colleges
Maryland State Board for Community Colleges

№ 27800

Dear Former Student:

Originally the purpose of Community Colleges in Maryland, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, they have become more comprehensive in the scope of their curricular offerings. Therefore, in order that we may assess how well these programs are serving the Maryland public, we ask you to complete this questionnaire.

For your convenience a preaddressed and stamped return envelope is enclosed.

Thank you for your assistance and cooperation.

Sincerely yours,

Alfred C. O'Connell
Executive Director
Maryland State Board for Community Colleges

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PART I. GENERAL INFORMATION

Section 1. For college use only

CC Code: _____ (FICE #)

Exiting Curriculum: (Name) _____ (HEGIS #) _____

Credit hours earned: _____

Graduate: 1. Yes 2. No

Highest degree received: 1. A.A. 2. Certificate 3. Diploma 4. Other award (specify) _____ 5. None

Overall grade point average: _____

Currently enrolled: 1. Yes 2. No

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Section 2. For student response

A. Please circle the appropriate sex designation for yourself. 1. Male 2. Female

B. Indicate to which one of the following groups you consider yourself belonging.
1. White 2. Black 3. Oriental 4. Spanish Surnamed American 5. American Indian
6. Other (specify) _____

C. Please state your year of birth. _____

D. Please list the following information about your high school:

_____ (year of graduation) or _____ (year of GED)

_____
(High school name) (County) (State - other than Maryland)

NOTE: For non-Maryland high school graduates list only the state of graduation.

43

Continued on next page

PART II.

EDUCATIONAL GOALS UPON ENTRY TO THIS COMMUNITY COLLEGE (All former students please respond to these items.)

44 E. Please circle your one primary reason for first attending this community college.

1. To obtain an A. A. degree before transferring
2. To obtain an A. A. degree; no further immediate educational plans
3. To obtain a Certificate or diploma to improve or upgrade skills
4. To obtain training in a special program or to upgrade skills
5. To take some college level courses before transferring
6. To take some liberal arts courses which interested me
7. To take one or several courses of special interest

45 F. Was your primary interest, indicated above, achieved before you left this community college?

1. Yes 2. No (If you respond No, please answer G otherwise proceed to H.)

46 47 48 G. What primary reason(s) made you decide to discontinue attendance at this community college? (If more than one reason applies circle the two or three most important reasons.)

1. Transferred
2. Employment
3. Personal
4. Marriage
5. Lack of interest
6. Entered military service
7. Lack of financial support
8. Moved to another area
9. Change in educational goal

49 50 51 H. Please circle all of the following educational activities in which you participated after leaving this college.

52 53 54 1. Adult educational programs
2. On-the-job training
55 3. Correspondence courses
4. T.V. course (educational)
5. Attended concerts, ballets, theatres, lectures
6. Other (please specify) _____
7. None of the above

56 57 58 I. Please circle all of the following community activities in which you have participated after leaving this community college.

59 60 61 1. JC's, science clubs, community groups, political groups, etc.
62 2. Church group
3. PTA, school volunteer
4. Red Cross, hospital volunteer
5. Recreation, scouting group, athletic group volunteer
6. Other (please specify) _____
7. None of the above

63 J. Did you attend this community college primarily on a part-time or full-time basis. (Part-time – less than 12 credit hours per term; full-time – 12 or more credit hours per term.)

1. Part-time 2. Full-time

PART III.

CURRENTLY EMPLOYED FORMER STUDENTS (All former students who are now employed and/or who were employed immediately after leaving this community college, even if you transferred to another institution, should respond to these questions.)

64 K. Indicate the geographic location in which you are presently employed.

1. The same county/city as this community college
2. Other county in Maryland
3. Baltimore City
4. Washington, D. C.
5. Delaware
6. Pennsylvania
7. Virginia
8. West Virginia
9. Other out-of-state location

65 L. What is your current employment status?
1. Part-time 2. Full-time

66 M. Have you changed jobs between the time you left this community college and February 15, 1974?

1. Yes 2. No

67 N. How long have you been employed in your present job?

1. Less than 1 year
2. 1-2 years
3. 3-5 years
4. 6-10 years
5. 11 years or more

For keypunch instructions only

68 ... 74 (blank)

1
75 (card # 1)

76 77 78 79 80 (Form # from front page)

Begin card # 2

1 2 3 4 5
6 7 8 9 10
11 O. Please indicate both your initial employment yearly salary upon leaving this community college and your present employment yearly salary.

Initial Salary: $_____

Present Salary: $_____

P. How did you locate your first job after leaving this community college?

1. Faculty at this college
2. This community college's placement office
3. Employment agency
4. Family or friend
5. Other method
6. Held same job while attending this college

Continued on next page

12 Q. Indicate the most accurate relationship between your program at this community college and your job.

1. Program directly related to job
2. Program somewhat related to job
3. Program not at all related to job

R. Please rate your satisfaction with your present job.

	Highly Dissatisfied 1	2	3	4	Highly Satisfied 5
13 Salary	☐	☐	☐	☐	☐
14 Opportunities for salary increases	☐	☐	☐	☐	☐
15 Opportunities for advancement	☐	☐	☐	☐	☐
16 Job enjoyment	☐	☐	☐	☐	☐
17 Fringe benefits	☐	☐	☐	☐	☐
18 Job importance	☐	☐	☐	☐	☐
19 Communication with superiors	☐	☐	☐	☐	☐

S. Did your educational program at this community college assist you in:

	Yes 1	No 2	Not Applicable 3
20 Increasing your theoretical understanding of skills required for your job	☐	☐	☐
21 Increasing your abilities to perform skills required by your job	☐	☐	☐
22 Obtaining your job	☐	☐	☐
23 Obtaining salary increases and/or promotions	☐	☐	☐

24 T. Would you list your employer and job title?

1. Yes 2. No

_____
Name of Employer (voluntary)

_____
Job Title (voluntary)

PART IV.

FOR FORMER STUDENTS WHO HAVE SINCE TRANSFERRED TO ANOTHER EDUCATIONAL INSTITUTION
(Please use the first institution to which you transferred since leaving this community college as your reference in responding to these items.)

25 U. Immediately after leaving this community college, please indicate the type of institution to which you transferred.

1. Another Maryland public community college
2. A public State college in Maryland
3. The University of Maryland
4. Maryland private four-year college or university
5. A private two-year Maryland college
6. Maryland technical or commercial school
7. Out-of-state four-year public college or university
8. Out-of-state four-year private college or university
9. Out-of-state two-year public college
10. Out-of-state two-year private college
11. Out-of-state technical or commercial school

26 27 V. If you are currently enrolled in the institution indicated in (U) above, circle your present enrollment status. (Please respond to both Status and Classification. For example: (2) Full-time (3) Junior.)

Status	Classification	
1. Part-time	1. Freshman	4. Senior
2. Full-time	2. Sophomore	5. Graduate student
	3. Junior	

28 W. Check your overall grade point average at the institution in (U) above based on a 4-point scale.

(1.) less than 2.0
(2.) 2.0 - 2.4
(3.) 2.5 - 2.9
(4.) 3.0 - 3.4
(5.) 3.5 and over

29 X. To what extent was your curriculum program at this community college related to your major at the institution indicated in (U) above?

1. Directly related
2. Somewhat related
3. Not related

30 Y. Please check the degree of satisfaction to which you feel this community college prepared you for additional academic work?

1. Extremely satisfactorily
2. Satisfactorily
3. Unsatisfactorily

31 Z. How many credit hours earned at this community college were not accepted at the institution indicated in (U) above?

1. All credit hours accepted
2. Lost 1-3 credit hours
3. Lost 4-6 credit hours
4. Lost 7-12 credit hours
5. Lost 13-20 credit hours
6. Lost more than 21 credit hours

Continued on next page

PART V ENVIRONMENT AND SERVICES OF THIS COMMUNITY COLLEGE

(All former students should respond to these items.)

AA The following items describe aspects and services of this community college. In the appropriate space to the right of each statement would you please check the degree to which you were satisfied?

		No Experience With Item	Highly Dissatisfied				Highly Satisfied
		0	1	2	3	4	5
	Overall quality of instruction	☐	☐	☐	☐	☐	☐
32	Faculty availability after class	☐	☐	☐	☐	☐	☐
33	Faculty interest in students	☐	☐	☐	☐	☐	☐
34	Freshmen orientation program	☐	☐	☐	☐	☐	☐
35	Availability of cultural programs	☐	☐	☐	☐	☐	☐
36	Assistance finding employment	☐	☐	☐	☐	☐	☐
37	Counseling for course selection	☐	☐	☐	☐	☐	☐
38	Counseling for personal problem(s)	☐	☐	☐	☐	☐	☐
39	Overall college facilities	☐	☐	☐	☐	☐	☐
40	Facilities in my college program	☐	☐	☐	☐	☐	☐
41	Student facility relationships	☐	☐	☐	☐	☐	☐
42	Student relationships	☐	☐	☐	☐	☐	☐
43	Student influence in college decisions	☐	☐	☐	☐	☐	☐
44	Variety of student extra curricular activities	☐	☐	☐	☐	☐	☐
45	Variety of student organizations	☐	☐	☐	☐	☐	☐
46	Academic atmosphere	☐	☐	☐	☐	☐	☐
47	Overall college atmosphere	☐	☐	☐	☐	☐	☐
48							

49 BB Would you recommend to a friend your program of study at this community college?

1

1 Yes 2 No 3 Uncertain

50 CC Would you recommend this community college to a friend?

1 Yes 2 No 3 Uncertain

THANK YOU FOR YOUR ATTENTION AND ASSISTANCE

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 28 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

For keypunch instructions only:

51 ... 74 (blank)

75 2 (card # 2)

76 77 78 79 80 (Form # from front page)

Same as CC 76-80 on Card # 1